

## **ABSTRACT**

**DISSERTATION:** The Social Organization of Teacher Leadership In/Through the Development of an Advisory Homeroom Program.

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The purpose of this study is to develop an institutional account of teacher leadership in and through curriculum program development. To this purpose I sought to discover how an advisory homeroom course, organizationally identified as a teacher-led program, was socially organized to take on a particular form and function in a large, urban, Indiana high school that serves a population of mostly minority students living in low SES circumstances. I applied institutional ethnography as the underlying theoretical framework and design of the study.

The research details the program development trajectory of what began as part of a district-wide secondary school reform initiative and came to be a required everyday advisory homeroom course. The research focuses on how institutional forces organized the work of curriculum development including program conception, planning, implementation, and ongoing improvement. I discovered that the overarching framework of the program was shaped by the intersecting influences of student scheduling practices, standardized testing procedures, outcomes of the standards-based movement, and school improvement discourses including